

# ANNUAL REPORT 1965/66



# **ASPIRA**

A TIME OF GROWTH AND ENRICHMENT

ANNUAL REPORT

October 1, 1965

June 30, 1966

ASPIRA, Inc.  
296 Fifth Avenue  
New York, N.Y. 10001  
244-1110

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## MESSAGE FROM THE EXECUTIVE DIRECTOR

The year 1965-66 marked the end of ASPIRA's period of organization and establishment, and the beginning of a new stage of growth and enrichment. ASPIRA was the first private Puerto Rican agency of its kind to be established in New York. The initial financing from private foundations was provided, in 1961, with two key goals: that, during the first five years, we could demonstrate the effectiveness of our method and the validity of our philosophy; and, that we could prove our ability to raise funds from the community and other sources. Both staff and board members lived with the constant awareness that this five-year "test" period would be decisive. Now that it has ended, we are very happy to report that both goals have been achieved. We have demonstrated measurable success as an instrument for service and change in a community which was vitally in need of both; and, we have established a wide base of financial support.

Our financing received a great boost this year through a grant from the U.S. Office of Education for the establishment of a Scholarship and Loan Center.

This Center is vital for our program as it further helps transform hope into reality for our students who are part of New York's poorest community. Once they have been motivated to prepare for, and seek, higher education, financial aid is absolutely essential to help turn their new found aspirations into achievement.

ASPIRA is here to stay, although the job of broadening the base of private support will continue to be a challenge and requires constant effort. Through the help of the Puerto Rican Forum, Inc., ASPIRA's sponsor, we have been incorporated, declared tax exempt, and a separate Board of Directors has been organized. This new Board is a hard-working, enthusiastic group, and includes both young people and parents receiving ASPIRA services as well as outstanding members of the community. The Chairman of the Board is Dr. Francisco Trilla, who has actively worked with the agency since its inception. Other members of the board are: Sister Thomas Marie, Manuel Samalot, Eugene Barrios, Heriberto Casiano, Manuel Casiano, Carlos Correa, J. Diaz Hernandez, Jose D. Encarnacion, Olga Gandara, Dr. Reinaldo Gonzalez Ramos, Oscar Gonzalez Suarez, Esq., Ivan Irizarry,

Miguel Ocasio, Frank Ortiz, Esq., Dr. Gilbert Ortiz, John A. Ortiz, Carlos Iagan, and Thomas Rios. Our staff, both old and new, has worked with fierce dedication making it possible for the ASPIRA idea to survive, take root and flourish in New York's Puerto Rican community.

An important aspect of ASPIRA's fund-raising structure is the Sponsor's Committee, which has both a New York chairman, Ambassador Teodoro Moscos, and a chairman in Puerto Rico, Mr. Luis A. Ferre. Commerce, industry, unions and concerned individuals have all participated in forming and activating this committee. The efforts of the Board of Directors, the ASPIRA Sponsors Committee, the Madrinan of ASPIRA (Godmothers of ASPIRA), all broaden the base of community support and involvement for the agency. Through these efforts important new sources of aid have been generated here and in Puerto Rico to bring us still closer to the goal of a self-help program which is able to embrace all those who need it.

Antonia Pantoja

August, 1966

I.

#### INTRODUCTION

The increase in funds to \$385,000., which included \$285,000 received from the Office of Economic Opportunity and the City of New York, opened exciting new vistas of service for ASPIRA. For the first time ASPIRA was in a position to develop the capability of reaching a truly significant number of young people in terms of the city's total population.

The increase in funds enabled us to open and staff three new Centers for service in Manhattan, Brooklyn and the Bronx, so that the geographical barriers for students were finally overcome; thus, we were able to make our coordinated programs of educational workshops, leadership development, self-identity, career guidance and parent education readily accessible to virtually every Puerto Rican youth in the city. Our goal of helping all capable students break out of the poverty cycle had begun to appear attainable.

The period from July to November 1965, was spent in locating, opening and staffing the new Centers. Although funds were allocated and the contract signed by July 11, 1965, internal difficulties at the poverty agency in New York held up the money until September 24, which handicapped our scheduling. ASPIRA felt growing pains



as experienced staff members had to be pulled out of their jobs in order to train the 47 new staff members and establish the new Centers. By January, 1966, the new Centers were all operational and the new staff had gained sufficient experience to do an effective job.

While this expansion took five months out of our service year, we can now offer a wider variety of more intensive services to a greatly increased number of young people and their parents. These funds also enabled us to add much wanted programs and services such as, tutoring, a research assistant, counseling and job development for students needing part-time or full-time employment, and the offices and meeting space at the local level. All of this helped bring us closer to our goal of developing a knowledgeable, committed, and more effective Puerto Rican leadership in New York.

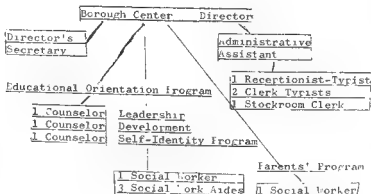
II Period of Organization July, 1965 thru November, 1965  
(5 months)

- A. Secured, furnished and established three Centers in the Bronx, Brooklyn and Upper Manhattan.
- B. Recruited and hired 47 new professional and clerical staff members.
- C. Conducted training courses for each of these staff groups:
  - educational counselors, social workers, re-searchers, administrators, and clerks.

The five-day training course covered:

- 1. The history and philosophy of ASPIRA.
- 2. The special needs of Puerto Rican New Yorkers.
- 3. The objectives of the agency, with emphasis on this year's goals and priorities.
- 4. The methods used to render the three basic areas of service: the group guidance educational orientation service; the ASPIRA Clubs leadership development and self-identity service; and, the parents' education service. Methods used include theories of learning, adolescent psychology, community development and organization, and planned change.

5. The organizational structure, personnel procedures, board of directors role, sources of funding, community relations, and relation with other agencies. Knowledge of these areas is deemed essential for workers to function professionally.
  6. The last session included an evaluation of the training so these methods can be used the year round for new staff training and as a refresher course for old staff.
- D. ASPIRA students and parents were assigned to the new Centers closest to the school they attend. All records and materials were redistributed. Each new Center planned and conducted an information campaign to advise all present and prospective "ASPIRANTES" (ASPIRA students) about services now available at the new Centers. The following chart graphically describes the organization of the new Centers, and the staff and services available at each.



The Manhattan Center was organized to house two additional services.

1) The Tutoring Program - This service was started after consultation with such tutoring programs, as those at Mobilization for Youth, Columbia University Teacher's College, and others in churches and settlement houses. The Director of the Commission on English of the College Boards advised on the formation of ASPIRA's program, which includes special help on English, vocabulary enrichment, development of better reading skills, and other aspects of the language arts. Three high school teachers conducted classes after school hours and on Saturdays to groups of eight students each. Although this pilot program itself lasted from only May to June 30, we established a format and gained experience needed to establish a fully operational service in the Fall of 1967.

2) The ASFIRA Puerto Rican Artist Guild - The walls of one of the conference rooms in the Manhattan ASFIRA Center were made available to a group of 12 painters, sculptors and commercial artists to hold periodic exhibitions of their work. These are young artists who are serviced by ASFIRA and are encouraged to continue their career in the arts. Two different exhibits were held, one on painting and the other on sculpture and modern art. They ran for one month and over 300 persons attended each exhibition.

### III accomplishments During Program Period

#### A. The Educational Counseling Program -

The first workshop of the year was organized in the Brooklyn Center, the first to be opened, where services were offered in December. The Manhattan and Bronx Centers were ready in January, but due to the subway strike could not start servicing until the latter part of the month. In this period 1,007 new students in the youth category, and 261 in the adult category, enrolled for educational counseling. A descriptive breakdown of this group is detailed in the following tables:

Table 1

SUMMARY OF SERVICES GIVEN  
OCTOBER 1965 - JUNE 1966

AREAS OR PROGRAMS	NUMBER HELD	PERSONS SERVICED
1. Educational Counseling		
a) Youth		
Intake		1007
Workshops	34	350
Lectures	15	247
Employment		13
School Placements		29
b) Adult Intakes		261
Workshops	8	77
Lectures	9	121
2. Leadership Development		
Number ASPIRA Clubs		37
Total Membership in Clubs		1483
3. Parent Program		
Number of Chapters		13
Membership in Parent Chapters		391
Scholarships and Loans	72	(Total value of scholarships secured.) \$148,811.00

NOTE: During the period October and November primary emphasis was given over to the opening of the three borough centers. Due to a change in program year, the actual months of service for the period being reported is seven months December 1965 thru June 1966.

Table II

EDUCATIONAL COUNSELING PROGRAMCOMPARISON OF INTAKE BY YEAR SINCE INCEPTION

MONTH	1961-62	1962-63	1963-64	1964-65	1965-66
October	--	16	58	75	47
November	--	25	54	84	82
December	--	20	41	49	87
January	--	70	61	48	63
February	6	43	49	36	122
March	12	65	78	62	214
April	22	39	78	52	189
May	18	39	49	65	119
June	33	35	63	33	84
July	20	33	34	37	New
August	22	0	61	61	Fiscal
September	19	43	43	56	Year
TOTAL	152	428	669	658	1007 <sup>1/</sup>
			144 <sup>2/</sup>	189 <sup>2/</sup>	247 <sup>2/</sup>
			---	---	---
			813	827	1254

1/ Intakes for only nine months due to new fiscal year.

2/ Individuals serviced by agency through attendance at lectures.



Table III

EDUCATIONAL COUNSELING PROGRAMINTAKE, SEX, AGE DISTRIBUTION, PLACE OF BIRTH

MONTH	SEX		AGE DISTRIBUTION		PLACE OF BIRTH			
	MALE	FEMALE	16-21	Over 22	PUERTO RICO	U.S.A.	OTHER	TOTAL
October	24	23	45	2	26	17	4	47
November	42	40	82	-	42	37	3	82
December	53	34	87	-	47	33	7	87
January	31	32	63	-	33	27	3	63
February	61	61	122	-	55	59	8	122
March	96	118	214	2	96	104	14	214
April	94	95	189	-	67	88	34	189
May	59	60	119	-	51	54	14	119
June	38	46	84	-	40	38	6	84
TOTALS	496	509	1005	4	457	457	93	1007

Table IV  
EDUCATIONAL COUNSELING PROGRAM  
INTAKE EDUCATIONAL STATUS

MONTH	ACAD.	COMM.	VOC.	GEN.	COLL.	OTHER	
October	29	5	--	3	2	8	
November	50	7	7	11	3	4	
December	70	7	2	7	--	1	
January	35	5	6	10	2	5	
February	69	18	5	14	2	14	
March	110	15	22	29	32	6	
April	86	11	16	11	61	4	
May	61	8	10	8	28	4	
June	34	9	6	3	27	5	
TOTALS	544	85	74	96	157	51	1007

Who Comes to ASFIRA for Help?

It would seem, by now, unnecessary to state that ASFIRA students and parents are, in fact, members of New York's economically disadvantaged. Yet, there are many who prejudge our community as apathetic and indifferent to opportunities for self-improvement. They find it hard to believe that the desire to pursue higher education and develop one's leadership potential could be found among the students we serve. They find it even harder to believe that the Spanish-speaking parents of these students, coming from a different culture and a different tradition, could earnestly seek to broaden the educational outlook for their children. Yet, this is precisely the group which looks to ASFIRA for aid in achieving these "middle class" goals.

While the Board of Directors and the staff of ASFIRA reject a means test for its clientele, a study conducted in February showed that 70 percent of the students serviced, lived in New York's poverty areas. The details, Center by Center, were as follows:

Intakes October 1965 - January 1966

	<u>Number</u>	<u>Living in Poverty Areas</u>	
Brooklyn Center	125	89	71.2%
Bronx Center	107	71	66.3%
Manhattan Center	<u>78</u>	<u>57</u>	<u>73.1%</u>
Total	310	217	70%

The overall facts about the poverty condition of our community were fully documented by the comprehensive study conducted in 1964 under the auspices of the Puerto Rican Forum. The facts speak eloquently of the needs:

INCOME AND EMPLOYMENTTable 14<sup>1/</sup>MALE UNEMPLOYMENT, BY ETHNICITY,  
1950 AND 1960

ETHNIC GROUP	PER CENT UNEMPLOYED	
	1950	1960
Puerto Rican	10.6	9.9
Nonwhite	8.4	6.9
Other White	5.1	4.3

Source. U. S. Bureau of the Census. U.S. Census of Population and Housing: 1960. Census Tracts. Final Report PHC(1)-104. Part 1. U.S. Government Printing Office, Washington, D. C., 1963. Tables P-3, P-4, P-5.

Table 2<sup>2/</sup>TOTAL POPULATION AND PERSONS LIVING IN POVERTY<sup>a/</sup>  
(Thousands)

ETHNIC GROUP	TOTAL POPULATION		POPULATION LIVING IN POVERTY	
	Number	Percentage	Number	Percentage
Total	7,780	100.0	1,680	21.6
Puerto Rican	613	7.9	315	51.4
Nonwhite	1,140	14.7	490	42.9
Other White	6,640	85.3	875	13.2

a/ Source: Based on United States Census, and budget estimates derived from New York City Welfare Department, United States Bureau of Labor Statistics, and Community Council of Greater New York.

1/ The Puerto Rican Community Development Project, Puerto Rican Forum, Inc., New York, October, 1954, P. 53.

2/ Ibid, P. 28.

Table 11<sup>3/</sup>OCCUPATIONS

OCCUPATIONAL STATUS OF EMPLOYED CIVILIAN LABOR  
BY SEX AND ETHNIC BACKGROUND, NEW YORK CITY  
1950 AND 1960

OCCUPATION	PUERTO RICAN		NON- WHITE	OTHER WHITE
	1950	1960 <sup>a/</sup>	1960	1960
Employed Males:				
Number	49,860	127,384	233,584	1,601,904
Per cent	100.0	100.1	100.0	100.0
Professional, Technical and kindred workers	2.6	2.2	5.2	13.6
Managers, Officials and Proprietors	5.4	3.7	5.0	14.1
Clerical, Sales and kindred workers	10.0	12.3	16.9	23.1
Craftsman, Foremen and kindred workers	11.1	11.3	11.6	17.8
Operatives and kindred workers	37.2	44.1	28.4	17.2
Non-housenold service workers	28.4	20.5	21.1	9.4
Private household workers	0.1	0.1	0.9	0.1
Laborers	5.2	5.9	10.9	4.7

Table 11- (continued)

Employed Females: Number Per cent	34,685 99.9	67,518 100.0	181,942 99.9	860,722 99.9
Professional, Technical and kindred workers	2.0	2.9	8.8	13.7
Managers, Officials and Proprietors	1.1	1.1	1.4	4.9
Clerical, Sales and kindred workers	9.2	15.9	21.8	53.1
Craftsman, Foremen and kindred workers	1.7	1.9	1.2	1.4
Operatives and kindred workers	77.5	69.7	25.9	15.8
Non-household service workers	5.9	6.9	18.8	8.2
Household service workers Laborers	1.6 0.9	0.8 0.8	21.2 0.7	2.6 0.5

The occupational distribution of employed Puerto Rican males over-all showed no improvement in the decade. In 1950, 70.9 per cent of them were in the lowest income occupations (operatives, private household workers, non household service workers, and laborers). In 1960 the comparable figure was 70.6 per cent. (Table 11)<sup>4/</sup>

Includes Nassau, Rockland, Suffolk and Westchester counties. Source: U.S. Bureau of the Census. U.S. Censuses of Population and Housing: 1960. Census Tracts. Final Report PHC (1) 104. Part 1. U.S. Government Printing Office, Washington, D.C., 1962. Tables P-3, P-4, P-5; U.S. Bureau of the Census. U.S. Census of Population 1950, Special Report. Puerto Rican. in Continental United States. U.S. Government Printing Office, Washington, D.C., 1953. Table 5. U.S. Bureau of the Census. U.S. Census of Population: 1960. Subject Reports. Puerto Ricans in the United States. Final Report. PC (2)-17. U.S. Government Printing Office, Washington, D.C., 1963. Table 11.

<sup>2</sup> Ibid, P. 46.

Table V

17

EDUCATIONAL COUNSELING PROGRAMWORKSHOPS: BREAKDOWN BY NUMBER, DATEENROLLMENT, DROP-OUTS, ATTENDANCE

CENTER	WORKSHOP #	DATE	ENROLLMENT	DROP-OUT	ATTENDANCE
BROOKLYN	I	11/65	19	5	14
	II	11/65	18	3	15
	III	12/65	21	5	16
	IV	1/66	21	7	14
	V	1/66	20	7	13
	VI	2/66	17	2	15
	VII	3/66	22	4	18
	VIII	3/66	22	4	18
	IX	4/66	20	7	13
	X	5/66	10	0	10
					146
MANHATTAN	I	12/65	13	3	10
	II	12/65	12	3	9
	III	1/66	6	1	5
	IV	2/66	25	8	17
	V	3/66	14	4	10
	VI	3/66	41	4	37
	VII	4/66	18	4	14
	VIII	4/66	9	3	6
	IX	5/66	24	7	17
	X	5/66	8	0	8
					133
BRONX	I	12/65	19	2	17
	II	12/65	16	4	12
	III	1/66	9	0	9
	IV	1/66	6	0	6
	V	1/66	13	2	11
	VI	2/66	19	7	12
	VII	3/66	25	5	20
	VIII	3/66	21	4	17
	IX	3/66	11	1	10
	X	3/66	24	3	21
	XI	4/66	9	0	9
	XII	5/66	14	1	13
	XIII	5/66	14	0	14
					171
TOTAL ATTENDANCE:					450



### V Why is the Guidance Program Offered in Groups?

Workshops - We have found that counseling youths in groups of 15 to 20 is more effective than counseling in a one to one relationship between counselor and student. The group of peers is a more relaxed and natural setting for opening communications on vocational goals or lack of them. The age groups serviced by ASPIRA are those in which the group sets the norms. Motivation is more easily attained when the young person aspiring for higher education discovers that others, like him, share the same aspiration.

Puerto Rican-New York youth rarely meet persons in their cultural group who have attained a professional education. But in the workshop, models for achievement are provided by the counselor himself or other staff members, and in the members of the Board of Directors and the professional advisors who come to speak with the students.

This year a manual on the workshop method has been prepared to train new counselors and to help the staff provide continuity and uniformity of method to this vital aspect of their work.

EDUCATIONAL COUNSELING PROGRAM ON PROFESSIONSLECTURES

BREAKDOWN BY PROFESSION, DATE,  
ATTENDANCE AND PARTICIPANTS  
OCTOBER 1965 - JUNE 1966

<u>BROOKLYN CENTER</u>	<u>DATE</u>	<u>ATTEN- DANCE</u>	<u>SPONSORING AGENCY AND SPEAKER</u>
1. Nursing	2-22-66	6	Beth Israel Hospital (Open House)
2. Engineering	4-22-66	16	Emilio Rivera, Engineer, Fisco Services, Inc.
3. Law	4-29-66	5	Mr. M. Chayt, Attorney, Brooklyn Bar Association
4. Teaching	5-6-66	21	Miss Eva Kerr Police Cadet Training Program
			Mr. Carlos Ledee, Teacher, Board of Education, P. S. 9
			Mr. G. Stearman, Dir. of Admissions Mills College of Education
5. Social Work	5-18-66	35	Miss Ellen Brathwait, Social Worker, N.Y. Social Work Re- cruitment Center
6. ASPIRA Day	5-13-66	13	John Jay High School (Assembly Program)
7. Secretarial Science	5-13-66	16	Mr. Bertram Schwartz, Dept. of Secretarial Science of New York City

			Miss Emerness, Repr. New York Telephone Co. Miss Micky Torres Stanley Home Products Mr. C. E. Knight, IBM
<u>MANHATTAN CENTER</u>			
8. Teaching	5-28-66	15	Board of Education Mr. John Nolan, Assistant Director of Teachers Recruitment Miss Segree, Community Relations Assistant Mr. Juan Conde, Director ASPIRA Manhattan Center
9. Engineering	5-10-66	7	Emilio Rivera, Engineer Ebasco Services, Inc.
10. Nursing	5-24-66	16	New York County Registered Nurse Assoc. District 13 Miss Valeria Wysolowski Miss Emilia Seda
11. Social Work	5-20-66	33	Manpower Development Specialist (Neighborhood Youth Corp.) Mr. Luis Sepulveda
<u>BRONX CENTER</u>			
12. Nursing	2-66	13	Sylvia Fuentes Educational Counselor
13. Teaching	3-66	30	Miss Ellen Furedi Elementary Level Miss Carmen Miranda Junior High School Level Miss Eleanor Horwitz H. S. Level Mr. Tom Vega, New Lincoln School
14. Social Work	3-66	11	Mr. Jerry Tavel, Bronx River Neighborhood Center
15. Engineering	4-66	10	Prof. George Maedel RCA Institute

## VI Follow up Services

after attending workshop or lecture what type of assistance if any does a student require to proceed with his plan?

Students vary in their initiative and the degree to which they can proceed to work without close guidance. Some students work on their plan without seeing their counselor again after attending a lecture or a workshop. This is the ideal, since the aim of the method used is to develop self-reliance and self-help. The counselor will limit his contact with this kind of student to sending him materials for further information and to inquire on progress at some point near the deadlines for applications for college or for financial aid.

Most students, however, require various individual contacts to follow up on some aspect of his plan or on some obstacle in his way. Follow-up contacts may be interviews with the student's parents, teacher or counselor in high school. Letters or telephone calls on his behalf to another agency or institution or further interviews with the student are other forms of follow-up procedure. This additional follow-up is aimed at the ultimate goal, to place him in a post secondary educational institution.

Table VII

EDUCATIONAL COUNSELING PROGRAMNOVEMBER 1965 - JUNE 1966FOLLOW-UP, BREAKDOWN BY MONTH AND BOROUGH CENTERS

	<u>MONTH</u>	<u>COUNSELORS</u>	<u>FOLLOW-UPS</u>
BROOKLYN CENTER	November	3	83
	December	1	46
	January	3	31
	February	3	255
	March	3	535
	April	3	588
	May	3	649
	June	3	234
			<u>2421 TOTAL</u>
MANHATTAN CENTER	November	3	25
	December	3	122
	January	3	23
	February	3	153
	March	3	340
	April	3	250
	May	3	448
	June	3	471
			<u>1849 TOTAL</u>
BRONX CENTER	November	2	28
	December	2	140
	January	2	65
	February	2	154
	March	2	214
	April	2	330
	May	2	557
	June	2	228
			<u>1719 TOTAL</u>

## VII Financial Aid Services

What has ASIIRA done to better service the chronic financial need of its students?

During the year 1965-66 a proposal was prepared to present the financial need of the Puerto Rican student in search of post high school education. The proposal contained a plan to secure funds from the Health, Education and Welfare Department to set up a division of ASIIRA which would open up opportunities of scholarships and grants for Puerto Rican students and to make available to them all avenues of financial aid offered by federal, state, city and private services. The proposal was accepted and funded.

This division of ASIIRA is called the Scholarship and Loan Center. Its goal is the securing of 200 scholarships and matching 200 students with those scholarships for the year 1966-67. It will function on a nationwide basis as well as extend its search for opportunities in Puerto Rico and other countries outside the U.S.

TABLE IX  
SCHOLARSHIP RECIPIENTS

<u>Student</u>	<u>High School</u>	<u>College, University or other Granting Institution</u>
William Narvaez	William W. Niles	Summer: Duke University, 1966 67. The Pomfret Sch. Pomfret, Conn.
Henry Pelaez	Corpus Christi School	William Dwyer New Lebanon, N. Y. The Hun School
Carmen Sosa		Mount Holyoke College South Hadley, Mass. Northfield School for Girls, East Northfield Massachusetts
Iris Rodríguez	Benjamin Franklin	Mount Holyoke College South Hadley, Mass. Miss Halls School Pittsfield
Jeanette Mercado	Benjamin Franklin	Mount Holyoke College South Hadley, Mass. The Macduffie School Springfield, Mass.
Bernabé Malpica		Duke University The Tilton School
Julio Villaronga	Manhattan Voc. & Tech.	Carlton College, Minn. The Windsor Mountain School- Madras de ASPIRA
Doris E. Acosta	Thomas Jefferson	Mills College of Education
Paul Nieto	Stuyvesant	Yale University
Eugene Barrios	DeWitt Clinton	Columbia University New York
Abraham Cáceres	Music & Art	Syracuse University Syracuse, N. Y.

Rafael Montalvo	Brooklyn Tech.	Princeton University Princeton, N. J.
Harry Laracuente	Brooklyn Tech.	Transitional Year Yale University
Angela Rubal	James Monroe	Barnard College New York
Evelyn Torres	Charles Evan Hughes	Barnard College New York
Patricia Nieto	St. Angela Hall Academy	Barnard College New York
Aquilino Illa	Manhattan Voc. & Tech	Brandeis University
Felix Graulas	Cardinal Spellman	University of Puerto Rico
Vick Valverde	James Monroe	Brandeis University Waltham, Mass. Summer Program
Luis Rodríguez	Franklin Lane	Brandeis University Summer Program
Andre Broussard	Cardinal Spellman	Columbia University
Henry Betancourt		New York School of Printing, N.Y.C.
Diosdado Díaz	Aviation	Pratt Institute New York
Hilda Sánchez	George Washington	Wisconsin University
Abraham Ferdas	Wingate	Polytechnic Institute of Brooklyn
María E. Delgado	Bay Ridge	Long Island University
Isabel Ayala	Walton	Bronx Community College
Louis P. Díaz	Mt. St. Michael	New York University N. Y. C.



Elena Martin	Morris	Hunter New York City
Lisandro Quiñones	Samuel Gompers	Pratt Institute
Ana Mercedes Rivera	Eastern District	New York University
Pascual Rivera	Alexander Hamilton	St. Francis College
Fredesvinda Pantoja	Washington Irving	Brooklyn College
Félix Muñoz	Boys High School	N. Y. C. Community College
Natiade Torres	Bay Ridge	University of Puerto Rico
Raymond Santiago	Aviation	Queens College (Upward Bound Program)
Angel Rosa	Aviation	Queens College (Upward Bound Program)
Jesús Rosado		Yale University
Juan Casiano		Cornell University
Ethel Yega	Washington Irving	Fashion Institute of Tech.
John López	Library of Congress Eastern District H. S. previous H. S.	
Mayra Torres	Eastern District	Brooklyn Museum of Art School, N. Y. C.
Julia Irizarry		Brandeis University Waltham, Mass.
Dianca Charriez		Brandeis University Waltham, Mass.
William González	Bay Ridge	Plattsburg State College

Radolfo Salen	Thomas Jefferson	Yale University (Transitional Year)
Ana Rivera	Eastern District	Yale University (Transitional Year)
Manuel del Valle	Brooklyn Techn.	Yale University (Transitional Year)
Pedro Deon	George Washington	Long Island University
Fernando González	Taft High School	Pace College
Sandra Wolmart	Cardinal Spellman	Pace College
Alma Correa		Pace College
Laura E. Figueroa	Performing Arts	Pace College
Angelo Giordani	Commerce	Pace College
Philis Padró	Walton	Pace College
Elizabeth Martínez	Walton	Pace College
Rita Gómez	Walton	Pace College
Joseph Pihero	Cardinal Hayes	Pace College
Victor Quintero	Christopher Columbus	Pace College
Albert Méndez		Pace College
Roseann Rendaldi	Aquinas	Pace College
Carmen Jimenez	Thomas Jefferson	Pace College
Carlos Polanco	St. Helena	Pace College
Norberto Vázquez	DeWitt Clinton	Pace College

<u>Student</u>	<u>Graduated</u>	<u>College, University or other Granting Institution</u>
Julio Morales	Hunter College	Columbia University School of Social Work
Ramón Vélez	City College of New York	New York University Medical School
Joseph Aguayo	Cathedral College BA in Psychology	Columbia University School of Social Work
Angel Ramos		Fordham University School of Social Service
Raymond Sánchez	City College of New York BA in Sociology	Columbia University School of Social Work
Gustavo Roig	Colegio de Mayaguez	Electrical Engineer (MEE)
William Badillo		New York School of Law

## V. II The Leadership Development-Self-Identity Program

One of the most significant reasons for a low level of aspiration among Puerto Rican youth is the negative image of themselves, in part, it is a result of the experiences of failure they and their families have lived through. Another negative influence is the prejudice, discrimination and stereotype thinking encountered in contact with the non-Puerto Rican. At the age of adolescence, when peer groups can be so influential to young people, the ASPIRA Club and its ASPIRA Clubs Federation creates an environment that will help these young people to acquire a healthy self-image. The experiences in an ASPIRA club are strongly influential in raising a student's personal goals. This kind of change will, hopefully, release constructive energies of these youths for such activities as, services to the community, learning about the problems which beset their own community and the methods available to resolve such problems, and in their own personal development through education.

The ASPIRA Club system thus serves to motivate and raise their aspirations through the channeling of its members to use education as a passport to achievement.

It also serves as an arena in which the members can resolve their identity needs by making a commitment to activities that will help them and their community. In the Club the members study the problems of their own community and the methods to resolve them.

Is the ASPIRA Club a segregative instrument that interferes with the members relation to youths of other backgrounds?

One of the six objectives of an ASPIRA Club as well as of the ASPIRA Clubs Federation is to help its members to develop healthy relationship with non Puerto Ricans on a basis of equality. Another objective is to relate these youth to the total city and its resources, as well as to the methods used by other ethnic groups in their effective integration to the life of the city. The security and strength derived from strong group identification of a club member, will give that individual the kind of healthy personality to relate to others different from him and to relate to the outside world in a positive manner.

The other objectives of the individual club as well as of the Federation are: 1) to offer programs and activities to motivate its members to stay in high school, graduate and plan for a post high school education; 2) to provide programs and activities that will bring knowledge of the cultural history and traditions of the Puerto Rican; 3) to provide experiences and sources of knowledge as to the problems and situation of the Puerto Rican New Yorker; 4) to provide opportunities for learning, developing and using leadership skills; and 5) to provide opportunities for the clubs to engage in projects of community service.

How have these objectives been translated into specific programs and activities during the last year?

At the Individual Club level:

Most clubs celebrated "parents teas" one-evening affairs where the club members were instrumental in bringing their parents, and other parents of students in their school, to visit the school, meet school officials and "break the ice" to initiate relationship with teachers. This is done by offering a program prepared and conducted by the students and tailor made to parents' tastes in entertainment. Dances, songs, and typical foods and desserts are served along with coffee! (not tea). Business is mixed with recreation.

Table X

COMPARATIVE TABLE OF ASPIRA CLUBS SINCE  
INCEPTION OF CLUB PROGRAM

YEAR	NUMBER OF CLUBS	MEMBERS
1961-62	5	75
1962-63	12	200
1963-64	16	326
1964-65	20	532
1965-66	37	1483

ASPIRA CLUBS  
BOROUGH DISTRIBUTION AND MEMBERSHIP  
1965-66

		<u>BROOKLYN</u>		<u>PRESENT</u>
	<u>NAME OF CLUB</u>	<u>SCHOOL</u>		<u>MEMBERSHIP</u>
1.	Rafael Hernandez	Aviation H. S.		81
2.	El Nuevo Mundo	Brooklyn Tech.		15
3.	Ramon E. Betances	Bushwick		33
4.	El Caribe	Canarsie		32
5.	El Boricua	Fort Hamilton		33
6.	El Flamboyán	Eastern District		41
7.	Antorchas del Mañana	Prospect Heights		33
8.	La Fortaleza	Cath. Mem. Ctr.		54
9.	Guarionex	Bay Ridge H. S.		37
10.	Jesus T. Piñero	Thomas Jefferson		37
11.	ASPIRA Hispano!	St. Josephs		15
12.	Manuel Zeno Gandia	Dewey H. S.		26
	<u>TOTALS</u>			438
		<u>MANHATTAN</u>		
13.	Hijos de Borinquen	ASPIRA		30
14.	Juan Morel Campos	Seward Park H.S.		14
15.	Jose de Diego	La Guardia House		26
16.	Eugenio M. de Hostos	ASPIRA		60
17.	San Juan	Julia Richman H. S.		44
18.	M. Fernandez Juncos	Brandeis		50
19.	Luis Pales Matos	G. W. H. S.		29
20.	El Morro	H. S. of Fashion		16
21.	Rio Piedras	St. Theresa Cath.		23
22.	El Prado	H. S. Art & Design		53
23.	La Providencia	Cathedral H. S.		64
24.	Luis Llorens Torres	C. E. Hughes H. S.		21
	<u>TOTALS</u>			435
		<u>BRONX</u>		
25.	J. Gautier Benitez	James Monroe		25
26.	Rafael Cordero	T. Roosevelt		46
27.	Isla del Encanto	Morris H. S.		45
28.	Ponce de Leon	De Witt Clinton		51
29.	Progreso de la Juventud	Dodge Voc. H. S.		155
30.	Luis Muñoz Rivera	Walton H. S.		38
31.	El Yunque	Taft H. S.		47
32.	El Sol de Borinquen	Aquinas H. S.		42
33.	La Fuente del Caribe	Cardinal Spellman		65
34.	Julia de Burgos	Evander Childs		22
35.	Los Caballeros de Borinquen	Cardinal Hayes		35
36.	Andres Bello	Bronx Community College		29
37.	Abelardo Diaz Morales	Iglesia Misionera Bautista		9
	<u>TOTALS</u>			609
<u>TOTAL NUMBER OF CLUB MEMBERS.....</u>				<u>1483</u>



These are conducted early in the year and are highly productive events.

Last year most clubs had an ASPIRA day in which posters, flyers and other communication techniques were used at a booth in the high schools to attract students to enroll in ASPIRA's educational services to plan their post high school education. Other activities of the clubs included trips to cultural activities, theatre parties, eating at a restaurant; visits to universities or other institutions (hospitals, engineering firms, etc.) to investigate career interests.

#### at Federation level:

Most of the ASPIRA Club Federation programs are now traditional. Some aim mainly at providing a sense of solidarity, a feeling of belonging and an emotional experience with ceremony and beauty with other young people of one's own peer level and cultural background. Examples of these are the initiation for leaders (Areyto) and the general membership initiation. Other activities provide a learning experience as to the culture, history and traditions of Puerto Rico, such as the Trip to Puerto Rico and the course which precedes it. Other activities provide direct or indirect learning or exercise of leadership skills, or imparting information valuable for leaders. Examples of these are the Issues

and Action Seminars, the campaign and elections of Federation Board of Directors and officers; and the preparation and production of the newspaper 'El Pitirre.

This year an important and helpful new activity was added to the ASPIRA Club Federation. Working with the Executive Director a group of students proposed that a panel be formed of "ASPIRANTES" to evaluate programs and services. The panel was first instituted last March when six students met with staff and presented an evaluatory analysis of the program as presently constituted. This information was secured from the general membership. This was such a fruitful meeting that a decision has been made to formalize this Program Evaluatory Panel to meet with staff and the Board of Directors Program Committee twice a year. The Program Evaluating Panel will be formed of youths from the clubs, as well as from the educational services, and of parents from the Federation of Puerto Rican Parents.

Table XII

ASPIRA CLUB FEDERATION ACTIVITIES OF THE YEAR

<u>MONTH</u>	<u>PROGRAM OR ACTIVITY</u>	<u>PERSONS INVOLVED</u>
September	Continious meetings of new Board of Directors to plan the program of the year.	The 10 members of the Board of Directors and each committee presented plans of their program for the year.
October	"	"
November	Discovery of Puerto Rico Celebration.	Total membership of the Federation plus parents, teachers, principals, and other community leaders
December	Starting of Honor Points Project to select students going to Puerto Rico.	This is done by the membership committee and the clubs and last until June.
January	Areyto Ceremony of Initiation of Leaders of Clubs.	Officers of clubs and Federation Board of Directors.
February	General Membership Initiation.	All New ACF members in old and new clubs and general community.
March	Club members and students program evaluation panel.	A panel of six club members and students in the educational services held a panel to evaluate program with staff.
April	Campaign for elections of new Board of ACF.	Two parties were formed and the campaign followed the pattern of a political campaigns.
May	Dance	Total membership of ACF and a number of parents from the P. R. Parents Federation. Leaders of non Puerto Rican youth were guests.
June	Course on the History of Puerto Rico.	Preparatory Course for 36 students going to Trip to P. R. and a limited number of other students who request it.
	Elections	All ASPIRA Club Federation membership.

IX. The Parent Education Program

'V organize a Puerto Rican Parents Federation'

The nature and geographic dispersal of the adult Puerto Rican community of New York requires a total city-wide approach for an educational program to have a maximum effect. Also, the pulling together of the strengths in the parent population will necessitate a city-wide approach. Still, in order to succeed in the organizational process the Puerto Rican adult will respond best to meetings at the neighborhood level where they live. In order to meet these two apparently contradictory requirements for success in working with the adult Puerto Rican New Yorker; the present structure for the Puerto Rican Parents Federation was designed. This kind of structure is only necessary at the organizational stage and could be changed if the parents so desire. The parents organization is being organized as a separate body from "EPH" and at some point in their development they can incorporate as a distinctive organization with an independent life of their own.

What progress has been made in developing the new Puerto Rican Parents Federation and its chapters?

The following table shows the membership and location of the 13 chapters which were organized, during this last year of service, throughout the city.

Table XIII

FAMENTS CHARITERSPOPOUGI DISTRIPLTICV AND A.E.PEDS.NIP  
1965-66

<u>CHARITEE</u>	<u>BRGCKLYN</u>	<u>PRESENT</u>	
		<u>EMPELSNII</u>	
1. Rafael Hernandez	Red Hook	29	
2. Juan Lorel Campos	Brownsville	50	
3. Borinquen	Williamsburg	28	
4. La Fortaleza	Fort Greene	28	
Total		135	
5. Antonio S. Pedreira	West Side	35	
6. Manuel Alonso	Washington Hgts.	30	
7. Ramon E. Petances	Chelsea	19	
8. Julia de Burgos	East Harlem	24	
9. Lola Rodriguez de Tio	Lower East Side	17	
Total		125	
10. Jose C. Barbosa	South Bronx	47	
11. Roman E. de Castro	Hunts Point	28	
12. Luis Fales Hatos	Crotona	28	
13. Francisco Giler	Tremont	26	
Total		131	
GRAND TOTAL		391	

at functions and activities were conducted during the program period?

Two kinds of efforts were conducted by staff during this period, one organizational the other one programmatic. The organizational effort was a concentrated effort to organize ten to twelve chapters. These consisted of planning activities to decide where and how to organize the new chapters as well as actual work in the field by the staff organizer to implement the plans. This effort resulted in the organization of 4 chapters in the Bronx, in the areas of South Bronx, Hunts Point, Crotona, Tremont. The South Bronx Chapter which had been organized the previous year aided the community organizer in the work needed to bring about these new chapters. In Manhattan, the East Harlem Chapter which had been organized before had been completely disrupted due to the loss of the initial leadership. The organizational effort here then resulted in 5 chapters including the organization of the East Harlem Chapter. The other Manhattan chapters organized are West Side, Washington Heights, Chelsea, Lower East Side.

In Brooklyn, the members of the Williamsburg Chapter provided contacts and other help to the community organizer in organizing 4 chapters. These are the Red Hook, Brownsville, Williamsburg, Fort Greene chapters.

Table XIV

FEDERATION OF PUERTO RICAN PARENTS PROGRAM

MONTH	LEVEL WHERE PROGRAM CONDUCTED	ACTIVITY
February	Puerto Rican Parents Federation	-Preparation of criteria to accept chapter into Federation.
		-Planning of Initiation Ceremony to bring in new chapters into Federation.
	Chapters	-Organizing efforts.
March	Federation	-Initiation Ceremony for new chapters.
		-Preparation of membership card, and other materials. Each chapter should receive from Federation.
		-Preparation of course on the educational system of New York.
	Chapters	-Meetings to discuss problems of members children in school.
April	Federation	-Public Ceremony of Initiation of Chapters into the Federation.
		-From this month on our efforts were instituted monthly to establish a credit union.
		-Conducting the first course on the Educational system of N.Y. for all chapters members.
	Chapters	-Planning sessions to devise programs for each chapter.
May	Federation and Chapters	-Discussions and planning for action regarding the exclusion of students from the City University.
		-Action taken: 1) Silent Demonstration at Gov. Rockefeller's Office; 2) Joining six other groups to plan and undertake long range action.
	Chapters	-Preparations for elections and Annual Convention.
June	Federation and Chapters	-Holding of elections for new officers and delegates at Fed. and chapter levels.
		-Holding the Annual Convention at Sloane House, June 25 to close activities until September.

The programmatic phase of the work done this year is indicated in Table XIV. Two notable events of these programs which merit further discussion are: The election of two Puerto Rican Parents Federation members, the president and another member selected by the Executive Council, to the Board of Directors of ASPIRA. The presence of the parents and the students on the Board of Directors of ASPIRA is one more step in the development of the agency to give permanency and stability by rooting it in the Puerto Rican-New York community. Also, this represents an avenue for Puerto Rican-New Yorkers to acquire experience in functioning on Boards which is rarely offered elsewhere.

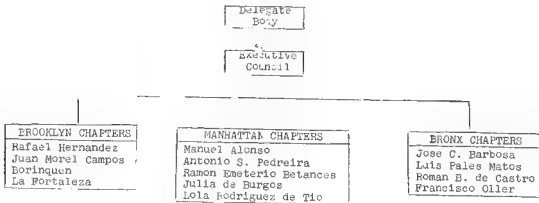
The second significant development in the parents group are two concrete steps taken to institute action in relation to problems of their children. One of these was the discussion and study of the shutting out of 140 Puerto Rican students from the City University. These 140 Puerto Rican students comprised approximately 75 per cent of all Puerto Rican students applying for entrance to this free educational facility. Given the pitifully small number of Puerto Rican students who enter the colleges, the parents felt that the issue was too



urset to remain silent. The Puerto Rican Parent Federation organized and put on a silent, mourning demonstration at the offices of Governor Rockefeller. They also wrote letters to all political leaders concerning this situation. The Parents Federation joined with six other Puerto Rican groups to establish relations with the Board of Education and the Board of Higher Education in avoiding the recurrence of this situation and in increasing the number of Puerto Rican students who are prepared to enter the City University in the future.

The other concrete action taken by the Parent Federation in helping resolve the educational problems of their children has been the decision to organize a credit union based on the central idea of saving for the education of the children and making available another source of educational loans. This is again an indication of how crucial the absence of financial resources is for the Puerto Rican in his search for higher education.

Table XV  
PUERTO RICAN PARENTS FEDERATION  
ORGANIZATION CHART



1. The Delegate Body is composed of the President, Secretary and three Delegates from each chapter. It elects an Executive Council which consist of a President, First Vice President, Second Vice President, Third Vice President, Secretary, Treasurer, Sergeant of Arms.

### A. Funding of ASPIRA

Approximately four out of every five dollars necessary to support the program of ASPIRA comes from governmental sources. The 20 per cent raised privately comes from business, unions, private individuals and foundations. The one private dollar raised for every four public dollars is, however, crucial to the success of the agency. It enables the agency to retain its independent status in negotiation with public agencies. Private donations are also personalized and enables the agency to secure the support of private individuals who become personally committed to the agency and its programs. Our experience in securing the support of foundations and the business world has convinced us that these private funds bring with them the interest and concern of many private citizens concerned with our community. They have led to the development of close relationships with business and are already assisting us in the completion of our cycle of services: the placement of the "ASPIRANTES" once they have completed their schooling.

Foundation support was indispensable to the establishment of the agency and we now look to foundations to supply the seed money for the continuing development of new programs and to the strengthening of our overall structure. Our Sponsors Committee ably headed

by Mr. Teodoro Moscoso, Mr. Luis A. Ferre and Mr. Samuel Silbermar is intended to supply the base of support for our private funding. The multiplicity of funding sources strengthens the agency and we hope to continue in this direction.

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1965-66

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Executive Director

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Mr. Albert González, Director

1. Miss Antonia Pantoja resigned in August 1966 to accept a position as assistant professor in the Columbia University School of Social Work. Mr. Frank Negrón the former director of ASPIRA Bronx Center was selected by the Board of Directors to be the new Executive Director.